

Daily Lesson Plan

3Instructor(s): 8 th Grade ELA Novel: Hunger Games by Susan Collins	Date:
Lesson: Novel: Hunger Games by Susan Collins	Novel: Hunger Games by Susan Collins
Lesson Preparation: Goals for Today's Lesson	
<p>Essential Question(s): Is truth the same for everyone?</p> <p>Explain to students that throughout the school year they will be posed with big questions that relate to their life and everyday experiences.</p> <p>Background/Overview: In the first third of the book, we are introduced to our protagonist, Katniss Everdeen. Though she's only a teenager, she's a tough hunter who puts food on her family's table. Her father is dead and she lives with her mother and sister Prim in District 12 in the country of Panem. She hunts with a guy named Gale who is cute and might even have a thing for her, but who knows? Katniss is not very in touch with her mushy side.</p> <p>Every year the Capitol of Panem hosts an event called the Hunger Games where two "tributes" – a boy and a girl – are drafted from each of the twelve districts to be brought to an arena and fight to the death. (BTW, back in the day the word "tribute" referred to a payment to a ruler.) Only one person can win. This is to remind the country not to rebel – and for entertainment, of course. This year, unfortunately, Katniss's little sister is selected for the Hunger Games, so Katniss volunteers to take her place. Also selected is Peeta Mellark, the baker's son, who maybe has a teensy tiny crush on Katniss.</p> <p>Learning Objective: Students will participate in a class discussion of the chapters 1-2 of <i>The Hunger Games</i> and work on their tiered questions.</p> <ul style="list-style-type: none"> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. 	
<p>CCLS for lesson: Standards:</p> <p>Analyze how a text uses structure to emphasize key points or advance an explanation or analysis, 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. 3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>	
Materials/Resources: Novel: Hunger Games by Susan Collins	
<p>Instructional Strategies (Differentiation of Teaching and/or activities):</p> <p>Whole Group- Introduce Hunger Games by Suzanne Collins</p> <p>Teacher asks students what they know about the book Hunger Games...if they have ever read it or seen the movie. Teacher encourages students to understand that the book is very different from the movie.</p>	

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For students who are not familiar with the book or movie....teacher asks what they think the book is about just from viewing the front cover of the book.

Teacher then asks students to preview the book by reading the back cover of the text.

Students will know: (Content/Concepts)

- Students will be able to determine a theme or central idea of a text and how it is conveyed through particular details provide a summary of the text distinct from personal opinions and judgments.
- Students will be able to describe how a particular story's or drama's unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- Students will be able to cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Students will be able to write arguments to support claims with clear reasons and relevant evidence.
- Students will be able to support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

Students will do: (Skills)

Identify textual support and evaluate its meaning.

Determine the author's purpose and explain if the purpose was indeed accomplished.

Determine the meaning of words and phrases as used in the text and gain a working knowledge of domain specific vocabulary in context.

Create written responses explaining how the author develops, compares, and contrasts his/her main idea or argument through multiple topics.

Produce clear and coherent writing in which the text structure, development, and vocabulary are appropriate to the specified audience.

Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing.

Use appropriate transitions to the coherence of written texts.

Add relevant facts, concrete details, quotations, and other examples to support a main idea or argument in a written piece.

Cite textual evidence to support written responses and apply conventions of Standard English grammar.

Write informative/explanatory texts to examine a topic and convey information through the selection and analysis of relevant content.

Mini-Lesson: Building Background/Activating Prior Knowledge (20% of the Lesson)

Vocabulary:

meager, treason, tribute,

Do Now:

Mini Lesson: Steps for Building Background

Note Taking: Cornell Note-Taking Method

Introduction of Hunger Games

Discussion Questions:

The story is set in the future, so when Katniss references her ancestors, she is referring to us. What has happened to North America? How might we have contributed to the destruction of it?

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What has happened to North America? How might we have contributed to the destruction of it?

Short Response Questions

The Hunger Games, Part 1, Chapters One and Two

1. What point of view does the author use to write this novel? From whose point of view is the novel told?

2. What activity are Katniss and Gale participating in at the beginning of the novel? For what reason are they doing this? What dangers are posed by their actions?

3. What happened to Katniss and Gale's fathers? Why are they now the providers in their separate families?

4. What event is about to take place in District Twelve at...

5. Katniss lives in the “Seam” of district 12. Why do you think it is named the “Seam”? What is a seam and how might it apply to her neighborhood?

6. Would you volunteer for your little sister (or brother, or older sibling, or friend)? Why or why not? What does it tell you about Katniss?

7. Why couldn't Katniss's mother take care of Katniss or her sister Prim? If they lived somewhere other than the Seam, would things have been different for her mother?

8. How do you feel about the victors of the Hunger Games earning free food for their fellow citizens? What problems might arise?

9. Why doesn't Katniss want to get close to any of the tributes, including Peeta?

10. Why is it ironic that Effie calls district 12 barbaric?

11. Do you think it is merely coincidence that the red-headed Avox girl is serving the district 12 tributes, the nearest district from where she was captured? Could it be possible that the Capitol knows Katniss was in the woods that day? Why or why not?

Compare the modern conveniences in the Capitol with the primitive living conditions of District 12. List them below.

Examples of Capitol Modern Conveniences	Examples of District 12 Primitive Living Conditions
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Why the stark contrast between the two? What other differences do you see between the Capitol and District 12?

12. How would you respond to Katniss's private session if you were a Gamemaker? Why?

13. Why does Haymitch have difficulty coaching Katniss for her interview? How would you coach her if you were him?

14. Describe Caesar Flickerman. Does he remind you of any current TV personalities or talk show hosts?

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Mini Lesson: <i>Steps for Building Background</i>	Note Taking: Cornell Note-Taking Method Introduction of Hunger Games Discussion Questions: The story is set in the future, so when Katniss references her ancestors, she is referring to us. What has happened to North America? How might we have contributed to the destruction of it? The story is set in the future, so when Katniss references her ancestors, she is referring to us. What has happened to North America? How might we have contributed to the destruction of it? Short Response Questions The Hunger Games, Part 1, Chapters One and Two 1. What point of view does the author use to write this novel? From whose point of view is the novel told? 2. What activity are Katniss and Gale participating in at the beginning of the novel? For what reason are they doing this? What dangers are posed by their actions? 3. What happened to Katniss and Gale's fathers? Why are they now the providers in their separate families? 4. What event is about to take place in District Twelve at... 5. Katniss lives in the "Seam" of district 12. Why do you think it is named the "Seam"? What is a seam and how might it apply to her neighborhood? 6. Would you volunteer for your little sister (or brother, or older sibling, or friend)? Why or why not? What does it tell you about Katniss?
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